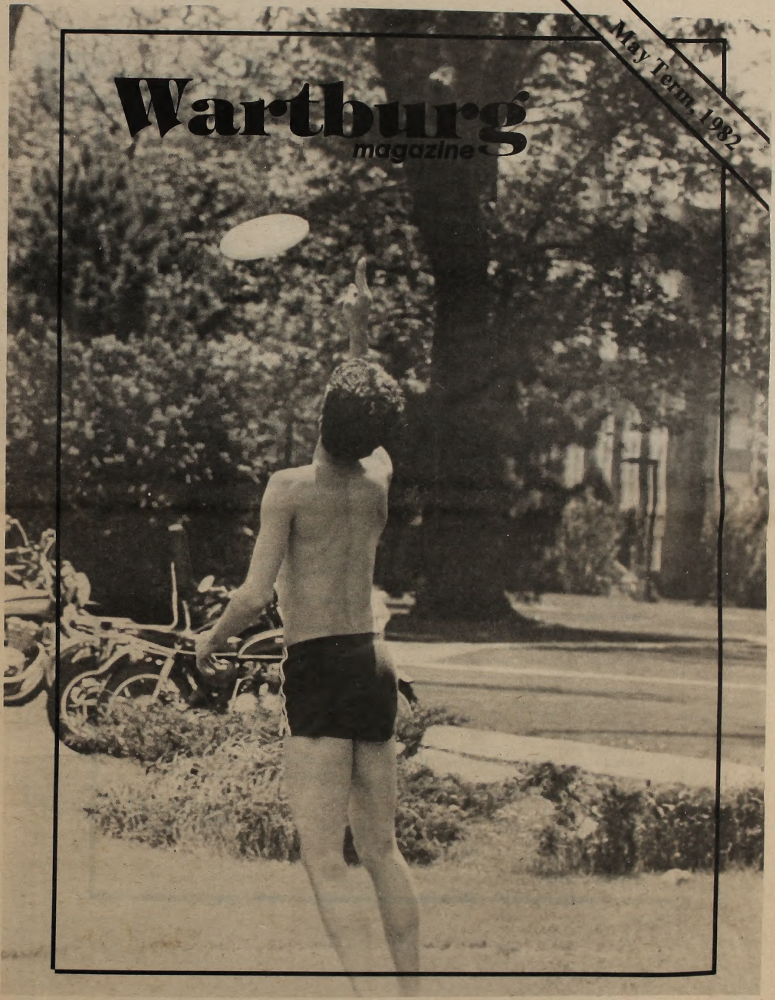
Wartburg magazine

May Term 1982



A letter from the editor

May Term, 1982

Dear reader:

In the first two issues of Wartburg Magazine there were stories dealing with Wartburg's recruitment of minority students. It is apparent that Wartburg is making a concerted effort to attract more minority students to achieve a level of ethnic balance at the institution.

While such recruitment efforts are admirable, they are bound to fail until Wartburg comes to the realization that this desired ethnic balance must be achieved at all levels of the institution. A quick glance through the employment roster of the school shows that moves toward ethnic balance here are only superficial. There are no minorities in the administration and very few in the ranks of the faculty and staff.

This homogeneity must send a message to prospective incoming minority students. It tells them that Wartburg is a place for to get a "white" education. It tells them that from an educational standpoint their culture and history mean little here. With this message being sent, it is little wonder that many of Wartburg's minority students leave after only a brief stay.

Certainly there are many professors at this school who are sensitive to the problems and the needs of the campus's minority-student population. But very few, if any, can relate to these students on their own levels of cultural understanding. If Wartburg is to have a committment to minority students in the future, this committment must come at all levels of the institution.

But it would not only be the minority students who would benefit from a real ethnic balance at Wartburg. It has been argued that by bringing students from other cultures to the institution, Wartburg is providing students with cultural experiences many would never have coming from rural communities. Bringing in faculty members and administrators from other cultures and ethnic backgrounds would serve the same purpose.

Such efforts must go beyond tokenism. And while it may be difficult to attract minority professors to Waverly, every effort to do so must be made.

The purpose here is not to berate Wartburg for having a substandard faculty--there are many fine professors here. But the true quality of education at Wartburg would increase significantly if an attempt were made to create an ethnic balance at all levels of the institution, not just in the student body.

Sincerely,

Paul Beck

Paul Beck, editor

Wartburg magazine

May Term, 1982
Wartburg College, Waverly, IA
Volume 1, Number 3

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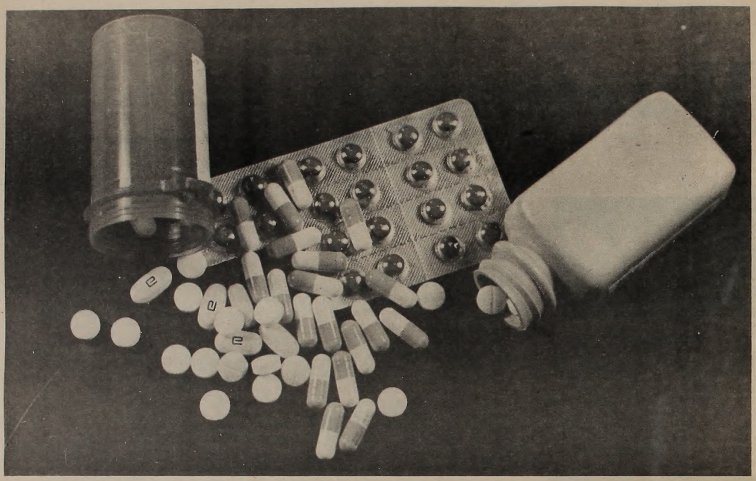


Wartburg magazine

COVER STORY:

Substance abuse

Students and administrators look at the problem and its solutions

By Julie Higgs

To the uninformed observer, it may seem surprising to speak of substance abuse at a Christian liberal arts college. It is inconsistent with the image portrayed by catalogs and admissions information. Yet Wartburg, like every other part of society, has its share of students who abuse alcohol and drugs.

Abuse can be defined in any of a number of ways. Depending upon which definition is considered, Wartburg's abuse problem may appear very large or very small. There is disagreement regarding the effects of abusers on the campus community. And there are varying opinions regarding the appropriate methods for treating abusers. Among students and some administrators, however, there appears to be a consensus that there is substance abuse at Wartburg.

Rose Kukla, assistant vice president for student affairs, said, "Abuse is when alcohol is used in such a way that a person gets to a state of mind where they do not have control over their own situation, when a person doesn't know their own limitations with alcohol. When it gets beyond those personal limitations, then to me it becomes alcohol abuse. There may be no damage or no loud noises; the person's not bothersome. I think that occurs quite a bit."

Junior Nancy Schmunk defined an alcoholic as "one who has to have a drink to do anything and one who can't go without a drink for more than a couple of days."

Senior Fred Thalacker said, "Anytime that alcohol affects your performance in school, that's abuse of alcohol. It can't be limited to habitual use, because people don't always use it."

Bob Zinn, director of Student Activites and Hebron Hall Resident Director, said "I figure abuse goes in a few ways.

"One is that somebody does not know how to use alcohol. They are ignorant of what alcohol can do to them physiologically or psychologically. All they know is the sensation.

"Then there's the other type of a person who would come to college and do what everybody else does. Those are followers, and they probably drink more than they really want to.

"Finally, there's the type of person who drinks because he wants to drink, who understands what a drink does to him, and who likes the feeling of getting drunk."

Partially as a result of the varying definitions of alcohol abuse, there is considerable variance in perceptions of the severity of the problem. Junior Greg Schmitz, a Resident Assistant, said, "I guess alcohol abuse is not a real big problem. There's a lot of drinking, but I guess I would say it's on a mild scale of abuse. Students should be made more aware, but I think as of now, we're handling it."

Thalacker, also a Resident Assistant, estimated

"up to 50 or 75% of the students here have abused alcohol at one time or another." While he did not feel that all of these people had problems with alcohol abuse, he did indicate that overall, there is a problem.

Junior Ken Arnold offered a more optimistic view of the situation. "I think there's probably a problem with it, but not as bad as it's been in the past few years. I think it's definitely on a downward trend."

Bob Zinn, director of Student Activities and Hebron Resident Director, suggests that the problem is attitudinal. "There's a problem here that is heightened because this is such a small campus. Drinking is okay, kegs are okay, parties are okay. But I think the problem here is that students equate parties as eight kegs, and not parties as themes and excitement with people. But I think they've gotten better at that this year."

While Zinn argued, "It's no worse or better than any other college," he also commented, "The amount of alcohol consumed blows my mind for 1000 students. And alcohol is so heightened in everybody's daily vocabulary."

Zinn also pointed to a lack of concern about alcohol abuse on the part of Wartburg students. "I guess people around here don't see anything wrong with taking a couple of beers in the afternoon every afternoon."

Zinn's concern about the alcohol problem on campus included a concern about the direction in which Outfly celebrations are moving. "The whole crux of Outfly is alcohol. Of course if you look at the history of Outfly, it wasn't set up for that reason. It was a better way for fellowship to happen between the faculty and the students. Well, very little of that happens. It's now grown into eight kegs."

Outfly, parties, and trips to Joe's are not the only occasions where alcohol abuse occurs. Zinn said the problem is much broader. "Yes, there are people who drink behind closed doors. Yes, there are people on this campus who get seriously drunk every day before classes and hide it real well."

Schmitz noted what he views as a trend toward reducing the problem. "In the last three years, I think it has lessened. Parties are more controlled. There's a better atmosphere. It's not just go out and get drunk. It's more socialize. So I think we're handling it better."

In attempting to describe the types of people who have problems with alcohol abuse, junior Dave Mattson characterized them as "not having a clue about where they re at, coming up to you and asking the most bizarre questions when they're really drunk. There is destruction of property and violence, not at people, but at objects. They are obnoxious, loud, and keep really weird hours."

Kukla noted that Wartburg was fortunate in terms of alcohol-related damage. "Vandalism as a whole is so low that you can essentially say it doesn't occur on our campus."

However, other forms of disturbances do occur. Zinn said, "I see a lot of people roll in drunk, 2:00 at night, knocking on doors. It really bothers me because I think that's infringement on somebody's rights."

Thalacker described the behavior he associates with alcohol abusers. "Whenever they drink in excess they tend to become very excitable, they tend to get very fidgety, and eventually they tend to get belligerent or obnoxious to a point that a normal person wouldn't think of."

Wernecke said poor grades were characteristic of abusers. "Another is always being tense, always waiting for the end of classes to go out. They make constant runs to the liquor store."

Arnold said, "Most of them are less likely to be involved in groups on campus, probably less likely, too, to have higher grade points, on the average.

Now there's exceptions to every rule. They'd spend more of their time entertaining than they would studying or being in groups."

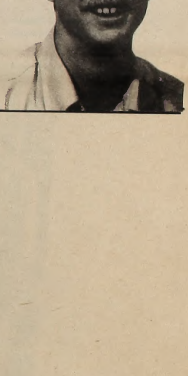
Schmitz argued that there was no particular group or type of person who had abuse problems. "If I didn't know them personally, I wouldn't be aware that they consume as much alcohol as they do. They miss their morning classes. They get up at 9 or 10:00. Every night they get booze. In the short run, it doesn't seem to be affecting them much. They're getting by with their grades. The profs probably wouldn't know."

As would be true in any small community, alcohol abusers have some sort of impact on life at Wartburg. But the nature and degree of that impact is debatable.

Freshman Cari Niemeyer noted, "They have a lot of influence on peers. They can usually convince somebody else maybe not quite as willing to go out with them."

Junior Nancy Schmunk viewed the influence of alcohol abusers as less significant. "If they were inviting someone to drink with them and if that person's not strong enough to say, 'No, I have to study,' that would be the influence. It's not the [drug abuser's] fault. You have to be a strong enough person to not follow."

Schmitz argued that alcohol abusers had a significant amount of influence. "Not too many people like



'The amount of alcohol consumed blows my mind for 1000 students. And alcohol is so heightened in everyones's daily vocabulary.'

to drink alone. On the average, they look for someone to drink with. Incoming freshmen get into those habits. They just start hanging around with these people too much. They're not trying to pull people down. They're just looking for people to socialize with."

Schmunk doesn't believe that peer pressure is very significant. "If you don't want to drink, nobody gives you a hassle anymore. When I was a freshman, I felt a lot of pressures. I think kids are realizing a lot of drinking can be a real problem."

Mattson agreed, "I don't think abusers have much effect as far as peer pressure goes, making another person want to drink lots."

Thalacker suggested that the impact of abusers could be greater than realized. "It seems like sometimes these people get a little following around them because they think they're having so much fun with them."

Thalacker expressed concern about that influence. "I'd say that the use of alcohol as a socialization tool is one of the most widespread reasons that it is abused here. In some ways it doesn't say much for our system in preparing us to interact with each other that we need a crutch like alcohol to interact."

Kukla agreed that the use of alcohol in socialization is not primarily positive. "I think that most people don't know their own limitations, because I don't think we're taught as a society to sit and look at that. By the time you realize you've had too much to drink it's too late.

"It's hard for a lot of people to think of alcohol as a drug. It's a real social thing. As long as you're continuing to relax and have a good time, people don't

see that point at which it's time to stop.

"There's also the pressure of stopping. Especially for young adults, even if people wouldn't pressure them, they're pressuring themselves, wondering whether others will think, 'I'm not with it,' or 'I can't hold my liquor.' We measure manliness by how much liquor you can hold. There are all of these mythical types of things.

"Generally, I think on this campus the pressure comes from internal things, internal societal mores and norms. I'm not aware of a group of people who really chastize people for drinking or not drinking. I think that this campus is pretty good about that."

Project CORK attempts to deal with the problems of peer and peer pressure. Junior Byron Allmandinger, a student worker for Project CORK, defined the purpose of the program. "Project CORK is basically an alcohol awareness program, trying to promote responsible drinking. There's no problem getting drunk. Nobody's taking the challenge of going to a party and being responsible, just drinking a couple beers. We're not cutting down drinkers. It's fine, as long as it's responsible."

Thalacker indicated that his "impression of the role of CORK is to promote responsible drinking, definitely not emphasizing alcohol as the center of your entertainment at parties. There should be some other type of an instrument that you can use to center a party around. CORK provides planning help in getting a party off to a right start, having icebreakers, etc."

Schmitz continued, "It's to provide an alternate beverage. That's not its sole function. It's to promote a different environment, to get people to come out to the party so they don't have to feel obligated to drink.

Schmunk noted CORK's efforts "to minimize the pressure and to let you know that it's okay not to drink if you really don't want to. And to drink just because everyone else does is a really silly idea."

Schmitz said, "A couple of years ago the goal was just go to the party and consume the biggest amount of beer in the smallest amount of time. And now it's just a healthier environment."

Whether or not this "healthier environment" can be attributed to CORK is unclear. It seems that many students are unaware of either the existence of CORK or its functions beyond providing alternate beverages at some functions.

While sophomore Kathy Wernecke knew the stated purpose of CORK, she also noted, "You never hear that much about it."

Niemeyer said "I don't even know what it is."

Clearly this lack of awareness has hampered CORK's efforts. Allmandinger commented, "Evidently it hasn't been too effective because nobody really knows what Project CORK is."

Zinn said, "Project CORK on this campus is a nice try. It's the first step and it needs to be strengthened."

"Allmandinger agreed that there are problems. "We arrange alternate beverages for parties. The only problem is people who plan parties don't want to pay the extra money when they can get caf punch cheaper."

Thalacker said, "I think that Project CORK's ideals are very good. I think Project CORK could be put to a little better use as far as talking to RDs, RAs, and RMs. Then possibly CORK could even get into the halls and work with the hall councils as far as promoting the responsible use of alcohol on the campus."

Kukla admitted that Project CORK could be much more effective. "Project CORK has not done what there's potential to do with that group in terms of educating students."

She described some of the changes envisioned for the CORK program. "I'm attempting to hire a coordinator. I'd like to hire a Resident Director who would spend one-fourth of his or her time working with Project CORK or the alcohol education program.

"This year we've merely tried to sustain the kinds of things done last year like the alternate bar and trying to keep the Party-of-the-Month thing alive. But we really didn't do anything in a proactive sense.

"Next year, the responsibility will be to set up a program of an information service, of going out to the halls and doing programs on alcohol information and education. Initially, they probably won't be well-attended. But I think it's a more logical use of our energies in terms of doing something that I think will alleviate some of the abuse.

"We want to be making people aware of what are appropriate levels and what alcohol does to your system. And I think if people begin to understand the medical aspects and effects of alcohol, then they could begin to make decisions themselves. That's where our responsibility starts. If I don't hire someone to work in that capacity, then I won't hire the two students to work there. It's better not to have it than to pretend we have a program when it isn't working."

Zinn was hesitant about the value of information programs. He complained, "People want to know more about how to drink it than about how to help people do something about it."

Part of CORK's job is to provide referral service for students who have either recognized they have a problem with alcohol or who have been referred to CORK by friends or residential life staff members. Allmandinger noted that they "don't do any counseling."

Project CORK is not the only organization involved in helping students with alcohol problems. The Resident Assistants and Resident Managers work with the Student Affairs office in providing assistance. Kukla said, "We've referred students to the Northeast Council on Substance Abuse in Waterloo. We also have a local contact which we refer some people to. We also use a local Alcoholics Anonymous group."

Mattson said, "The RAs on the floor should be able to spot if someone's drunk all the time or needs help and at least refer them to someone who can counsel them."

Schmunk agreed, "I think it's their initial responsibility, if they see someone who has been drinking too much and is damaging things and not studying, to suggest counseling. They should give them the opportunity to talk and be willing to listen. But the person has to be willing to make the choice himself."

Niemeyer said, "I don't think it's the RAs responsibility to counsel them. They could say, 'Hey, there's somewhere that you could go,' and then it would be up to the individual. But I don't think they should have to say, 'Go do it'."

Thalacker said, "Our main purpose as RAs is as resources and as spotters to pick out where we think that there might be problems. Then if we have to, we pass them on to the people who really know what to do."

Kukla noted that RAs receive rather limited training regarding handling alcohol problems. "I don't think that a lot of that has been done here on this campus in that area. I don't think that we've done anything in terms of a proactive sense. It's been reactive. We've provided staff with pamphlets on alcohol and alcoholism, and some assistance in terms of advice on how to deal with a person who's obviously drunk."

But in spite of these efforts, Zinn said he doesn't "think we do a very good job of identifying problems. That's not because we don't try or because we don't care.

"RAs are expected to be sensitive to that. But most students aren't going to show them that. Nobody's going to want to admit to being a drunk on a Christian liberal arts campus."

Staff members are not the only people who can help. Niemeyer said, "I think friends should mention it. If it goes on, they should sit them down and talk about it. And if they think it's necessary, they should send them to someone or have somebody come and talk to them."

Wernecke agreed, "It is nice to have someone who cares approach a person who has serious difficulties with abuse"

Allmandinger continued, "I think that the people closest to them should do something because they're the first people who can recognize it. We have references in our office on confrontation. Some people get them up early the morning after when they feel bad. It's tough love. When you love someone, sometimes you have to put them through hell."

Mattson was reluctant to have friends try to play the role of a counselor. "I don't think friends should counsel because it can come off in the wrong way if they don't know what they're doing. Friends should hang in there and be with them. But they should tell somebody."

Thalacker noted, "Friends can always help; they can always bring a thing to a person's notice. But that doesn't necessarily mean that anything's going to happen positively from it. You tend to negate your friends' advice in lots of cases just because they're your friends and you resent your friends giving you advice."

Schmitz concurred. "Who likes to try to give their peers advice? You can't push them because it could lead to reverse effects."

But Thalacker continued, suggesting, "Friends can be a real asset in terms of maintaining the proper environment for a person who may have alcohol problems. Friends can just say 'Hey, we're not going to go out and get drunk with you.'"

Zinn said, "You have to appeal to the students in a sense that's not intimidating. Being called a drunk is intimidation. But saying 'Hey, I don't think your use of alcohol lately is too smart,'—that's a different way."

Ultimately, the decision to accept help resides with the student. Kukla said, "If a person refuses treatment, there isn't a whole lot we can do."

Wernecke said, "Any approach to a person who abuses alcohol has to be made while the person is sober. It has to be made in a caring way. The hardest thing for any alcoholic is to admit he has an alcohol problem. And that is established after hitting rock bottom."

Kukla said, "For some people, that rock bottom is lower than for others. One person can realize his life is falling apart, or at least part of it; another person is just going to have to be hit smack in the face with a Mack truck. It really depends upon the person."

Different people choose to use alcohol in different ways. Because of its legality, alcohol abuse as a problem is downplayed by many students. Since drug use is illegal, its abuse is seen by some as more serious and more dangerous than alcohol abuse. But again, there is considerable disagreement.

Mattson said, "Alcohol's more dangerous because there's more deaths from alcohol and it's more readily available."

Wernecke agreed. "Because of the prevalence of alcohol, I would say that it is more dangerous."

Schmitz continued, "Alcohol is more dangerous because of the way in which society views it. They say alcohol's all right, so it's kind of a silent killer. We don't fully understand it, and yet we continue taking it."

Thalacker disagreed. "Drugs are more dangerous, mostly because you don't know what you're getting. Alcohol, for all its problems, at least is a known quantity."

Arnold concurred. "You have to do it behind closed doors. There's aggression just because of that. You're sneaking something; you're doing something behind someone's back. There's bad feelings that you have to do it that way."

Allmandinger was reluctant to label one or the other as being more dangerous. "They're both drugs. As far as use, they both kill. You have ODs and you have drunk drivers."

Zinn said, "I treat them both the same. I don't think one is worse than the other. They're both drugs; they both hurt people; they both kill people. In my view, that's equal."

The drug problem is not viewed by students as being nearly as severe as the alcohol problem. Mattson said, "There's not much problem at Wartburg with drugs. There's a little bit."

Niemeyer said, "I've heard about it. It's mostly just people getting high on weekends. I don't think there's a high percentage of Wartburg students who use drugs. I don't think it's abuse; it's just use."

Thalacker noted, "If someone wanted to get something more than pot, it would be very possible here at Wartburg. I don't think it's really widespread, though."

Numerous kinds of drugs are available on Wartburg's campus. Allmandinger said, "I think there's all kinds of drugs on campus from pot to speed to coke. It's not hard to find."

Senior Byron Almandinger is a student member of CORK

Mattson said, "There's pot. You can smell it sometimes. There's more than we think there is. They try to hide it with incense. And the only time they use incense is when they smoke pot. Everyone knows. No one would use incense."

Zinn said, "There is dope on this campus. I could probably buy any drug I wanted to buy if I was a student here. We have dealers on campus."

Arnold agreed. "I think marijuana's pretty easy to get. I would tend to think that there's a small minority of people that are involved in the drugs on campus. As far as hard drugs go, it's really gone downhill. I think the hard drugs are pretty much speed. There's some coke, but it's primarily speed."

Kukla said that she was aware of the existence of drugs on campus. "I would think that marijuana is more prevalent than hard drugs. I don't think that it's prevalent. I would say that the majority of our students either have never used it or don't use it. I assume that most people don't. And maybe that's a naive assumption."

'I don't think marijuana is prevalent. I would say that the majority of our students either have never used it or don't use it.'

Zinn was willing to "guesstimate" that one-third of Wartburg's population have tried drugs at least once. He suggested that between 80 and 100 students used drugs at least once or twice a month. "We have closet dopers," he said. "I think it's very low-key here. I think they know that this is a Christian liberal arts college and if they're caught with dope, usually that means they're gone. Or if they're dealing, they're gone. It's pretty underground."

Allmandinger agreed, "I think it's very well-hidden."

Zinn said, "I don't think people want to see it. A lot of students know it goes on. A lot of students don't care if it goes on because they figure that's their right, to do what they want to do."

But Zinn was concerned that students don't know the facts about drugs. "I think we have a lot of naive people on this campus. They're not very aware of what drugs are. They're not very aware of what drugs can do to you. A lot of them don't want to be aware."

Trying to identify a "typical" drug user may be impossible. Mattson said, "I don't know if you can characterize them. There's a lot of different people who smoke pot. I'd say the majority aren't your top students. But there are a couple of guys who are good students who smoke pot."

Wernecke said drug users are "your normal, run-of-the-mill Wartburg students."

Niemeyer said, "I know people who you wouldn't even expect. People who aren't troublemakers, who aren't considered 'druggies,' who do use them. Then there are the people who everybody knows do. So you can't characterize them in a certain group because it's all different kinds of people."

Thalaeker said that drug users are "mainly people who have a low self image, people who really aren't sure about where they're at with themselves. They just don't know what their purpose is in this life. They don't feel like they're fitting in. They feel alienation in the system and they want to get some way to be able to fit in somewhere. They want to have some tool that's going to fit them in with the group they want to be in."

Allmandinger said it was nothing that specific, that drug users are "just people under pressure."

Zinn said, "I would think it would blow people's minds who's involved with dope and who isn't. I think it's a spectrum of the college campus. All types of people smoke dope."

Arnold said he thinks "25 to 35 percent of the campus use drugs sometimes, at least once a year. 20 percent probably use them at least once a month. It's a minority, but it's a strong minority. And it's been higher."

The motivations for using drugs vary with different individuals. Zinn continued, "Different people do it for different reasons. Some do it to party. It's acceptable."

Mattson agreed, "Pot is becoming more social. But some people use drugs because they just need to escape."

Wernecke said, "For first-timers, it's the danger element, the adventure, the 'You've never lived until you've tried it once.' For constant users, it's a way to get away."

Schmunk agreed, "I think a lot of it is school pressure. A lot of people go through transitions from eighteen to twenty-two. Being away from home makes a lot of people independent now, and they can't handle it as well as they should. And there's all these choices. A lot of times you don't make the right decision."

Arnold said, "I don't really understand it. They explain that speed helps them study longer and they're not usually the ones to do a whole lot of studying in the first place."

Niemeyer noted. "They probably did it in high school. Others become friends of theirs, and then peer pressure goes along with it. I don't think they worry about it beforehand."

"It's very hard to account for the influence" drug users have on the campus community, Allmandinger said.

Schmitz said that drug users have an attitudinal effect on the rest of the campus. " By using drugs, they are telling others that they don't care. And this rubs off on other people—the 'I don't care' kind of attitude."

Thalacker said, "Whatever you do to yourself eventually affects others down the line."

He describes the influence in two ways. First, "Sometimes when drugs are being used it's disruptive in the halls. It isn't always. Sometimes when disruption is drug-related, you just don't know that it's drug-related."

Secondly, he argued, "You can't expect your performance in class to be better, or your participation in the whole process of the school and the community here to be as effective. Whatever the amount of loss there is, it affects us all in its own way."

Allmandinger was reluctant to attribute any specific effects to drug use. "Drugs and alcohol don't always decrease intelligence. I know some awfully smart people who use drugs."

Dealing with the drug problem on campus is complicated by the fact that drugs are illegal. Thus the legal issues as well as the drug problem itself have to be confronted.

Students do not perceive much risk in terms of getting caught or punished for using illegal drugs on campus. Mattson said, "There isn't really a risk."

Schmitz noted, "You don't see the law getting involved in it. And drug use is strictly illegal. The penalties aren't that bad. I guess they're not strict enough to call it illegal."

Arnold indicated, "The risk of getting caught, if you're smart, is almost zero."

The physical risks involved are not generally considered by users either. Arnold said, "I don't think they consider it, because most people don't think pot is any worse than cigarettes.

"With harder drugs, there's no risk because it's something that's helping them get by. It's reducing anxiety, and they don't think of the long-term I'm not aware that there are that many long-term effects other than habituation. Of course you can OD on it, but everyone thinks that that will never happen to them. They don't think about those things."

In terms of confronting the legal issues, there is disagreement regarding whether or not authorities outside Wartburg should be involved.

Wernecke is very opposed to such involvement. "It's hard enough being a college student and trying to survive. It's hard enough trying to get your work done and support your habit and socialize and live your life without being arrested, prosecuted, given a record, without being expelled from school.

" It's such a tremendous responsibility on the shoulders of those who know abusers as to what they should do. I don't want the responsibility of turning anyone in. And I think that's the attitude of everybody on this campus.

"There's no way out. You either watch people destroy themselves by their drug abuse or you turn them in and destroy their lives by giving them a bad time, giving them a record, fining them, kicking them out of school, whatever happens."

Arnold agreed, "This is a private school. It has to be handled within. I would like to see everything kept within the school unless you were to catch a dealer. Then it should be handled through the police. Because that's a federal offense."

Mattson agreed that problems with drug abuse should be handled within the school. "If it's with pot or drugs, they should be busted. That's tough too. They're not your average Joe Addict.

"It should got to the Judicial Board. I think we've got a good set-up."

In spite of his belief in the effectiveness of the school's disciplinary proceedings, Mattson's concern about drugs led him to consider the possibility of external attention. "If it's drugs, it's pretty serious because then it's more than just a school penalty. They can get away with things here that they wouldn't in the regular world."

Arnold felt that students should talk directly to the abusers. "It's against the law. If you saw a thief, what would you do? I think that talking to them should be the responsibility of every student too.

"I'm not going to 'tell on' anybody. I'm going to tell them personally. But if they continue to abuse my rights, then it's different."

Wernecke wanted a less direct approach to be available. "There should be a way for students to leave anonymous tips. We could really cut back on the problem of drugs if people thought they were going to get caught and punished."

But while she thought such an opportunity would be effective in preventing drug abuse, Wernecke seemed to feel that there would be reluctance on the part of students to turn anyone in. "Do you want the responsibility just because you're offended by this person's habit of 'wrecking their lives'?"

Thalacker noted that residential life staff were available to help deal with these kinds of problems. "The RA is a good person to go to. The RA is responsible for confidentiality, and I think that confidentiality has been pretty good. They don't want to betray anybody."

Schmitz added, "I believe initially it's best to solve the problem at the lowest possible level. Solve it as low as possible because there's quite a bit less conflict.

'Maybe there's an underlying problem that's causing them to do it. By busting them it wouldn't do any good. You wouldn't get at the root of the problem."

Kukla agreed that it was most important to deal personally with any problems. "Generally, unless we're talking about a sale, I would deal with it on campus, with on-campus disciplinary procedures. I might let local authorities deal with a sale.

"The method that I like to take, rather than approaching everything from a strictly disciplinary point, is to approach things from a personal point, to try and talk to a person, to understand what motivated them towards inappropriate behavior.

"I don't see discipline as being punitive. I see it as being educational. Once it becomes only punitive, then I think that it loses the value of what it can be.

"We still have to remember that the people we're dealing with are adults. Our role is to help guide them toward making those good and appropriate decisions.

"The problem has to be looked at with a certain amount of care as well as looking at what is right and wrong in a legal aspect. Care and concern is sometimes more important than the legal aspect of it."

Zinn agreed. If he became aware of a drug rule violation, he would "write you up. But how I deal with you after I write you up is the whole area of importance. How can I work with you and how can you work with me?"

As Kukla noted with the alcohol problem on campus, most of the suggestions offered concern reactive treatment of the drug problem. Arnold offered some suggestions regarding initial prevention of the problem. "A lot of it can be determined just by the RAs attitude. If he has the policy that, if he smells it, he's going to follow it up, then that works.

"I don't think the RA should invade anybody's privacy. But if the RA comes out and says, 'Hey, I won't tolerate it, and that's it,' and means it, that has a good effect. It is especially effective on the new people here."

Arnold indicated that such prevention might be more successful than with alcohol primarily because there is less peer pressure to use drugs. He said that positive feedback for not using drugs "is pretty prevalent on most floors. By and large, on this campus, you're accepted. The idea of the individual is more accepted than it used to be."

The major concern on the part of both students and administrators seems to be trying to meet the personal needs of the drug abuser rather than seeking disciplinary or legal action.

Arnold expressed his view of an individual's obligation in a drug use situation. "I have a responsibility to that person himself. I don't have any responsibility outside that person.

I can talk to that person, and I can confront that person with the problem. And if they feel that what they're doing is right and that they need not change it, that I'm all crazy, that's as far as I can take it. Because any way that I try to force him to do something, he's going to run twice as fast the other way

"I think you have to confront them in that way—if you care about people."

B. Klucsner
I WANT YOU
FOR U.S. ARMY
NEAREST RECRUITING STATION

Jonny, get your gun

Wartburg takes a look at draft registration and what it means for students

By Carolyn McClure

Wartburg magazine

SECOND COVER:

Since President Ronald Reagan changed his mind in January, over one million men have been forced to register for the draft or face fines up to $10,000 or five years in jail or both. Only 6.4 percent have failed to do so, according to Selective Service Director Thomas Turnage.

The change in Reagan's decision came with the possible Soviet intervention in Poland. He is endorsing the continuation of registration even though the nation's all-volunteer forces are meeting their quotas for the year.

Reagan chided former President Jimmy Carter in the *Washington Post* during the 1980 presidential campaign for instituting draft registration in the wake of Soviet military action in Afghanistan.

But after he was elected Reagan said registration "does not foreshadow a return to the draft" in peacetime. "We live in a dangerous world. In the event of future threat to national security, registration could save as much as six weeks in mobilizing emergency manpower."

Brent Jaeger, junior and a member of the National Guard, sees Reagan's policy as a political move. He said it is an indication to the Soviets so he can look militarily important.

Many of Wartburg's men are facing or have faced difficult questions about whether or not they should sign up for the draft.

Dr. Herman Diers, associate professor of religion, said it is traditional policy not to have a peacetime draft, and not to have registration. He said, however, he would not oppose a national service. Something with a wide range of opportunities like work in national parks and the Peace Corps.

A sampling of fifty-one students agreed with Jaeger and forty-two of those agreed with Diers.

All the students saw Reagan's action as a political move. Randy Butikofer, a senior pre-med student, said we "are sending out a signal and I don't think it's warranted. I don't agree with the peacetime draft."

Mike Hall, instructor of English, agrees with Butikofer. "I don't agree with the peacetime draft, in fact I don't agree with mandatory service at all, at any time. Involuntary servitude is involuntary servitude. The only way I would agree with service is if there was a right to choose something besides military service, and that's only if the country can't get its head together and happens to pass the draft by an act of Congress."

Sam Michaelson, associate professor of English and chairman of the English Department, agrees with Hall. "I don't agree with mandatory service, but I do agree that a year or so of service in something like the Peace Corps as an alternative to military service would be acceptable. I believe in serving man not the military."

Michaelson served in the armed services in World War II. "I have no guilt about that war. I was not defending the U.S. but helping the world get rid of a real malignancy. That feeling went past nationality."

Jason Berger, in his book *The Military Draft*, says it makes sense when Congressmen say young people ought to serve their country. There are good reasons for asking everybody to do a little service to the state.

"It's a good experience for the young," Berger says. "Throws them into challenging new problems, gets them out in the world where they can meet all kinds of people from all over, helps them grow and understand the complexity of the country, makes them smarter citizens who'll strengthen the political system; how can anyone who cares about the health of the country be against it?"

In fact, Berger says, it's such a fine way of getting young people involved in the country's problems that you wonder why it's only to fill military jobs. I'm not talking about military conscription, but conscription for national service. A lot of people with no particular interest in maintaining military equipment might be happy to register for a draft any how if they knew there was a chance of being drafted for work that interested them more than warfare.

Steven Roys, a sophomore engineering student, said, "I would rather help people than hurt them." He expressed an interest in working with people to do good as opposed to working with people whose job it is to maintain equipment to work against people. He does not oppose registration as a means for the government to raise an army in case of war. He does oppose a draft in times of peace. "I think the government should be able to require service, but a person should be able to choose the type of service he does."

Reagan's statement on registration is the complete opposite of the letter he wrote to Senator Mark Hatfield, Oregon Republican, in May 1980. In the letter, Reagon wrote that advance registration will do little to enhance our military preparedness. "Indeed, draft registration may actually decrease our military preparedness, by making people think we have solved our defense problems when we have not. Only in the most severe national emergency does the government have a claim to the mandatory services of its young people. In any other time, a draft or draft registration destroys the very values that our society is committed to defending."

Hatfield opposes registration because, "it cannot be separated from a draft; it's all part of the same program. The peacetime draft is more characteristic of a totalitarian system than of a free society. It is a system of involuntary servitude."

John Mohan, junior journalism student and editor of the *Trumpet*, said, "Registration is uncalled for in peacetime, because it sends militant signals to the Soviets and builds up tensions between the U.S. and Russia."

Mohan also mentioned the fact that a peacetime

draft would be costly.

The present Selective Service budget is 7.8 million dollars according to releases from the Selective Service Office. Another 13 million will be spent on registration forms and publicity releases to newspapers and radio/TV stations. The cost of starting up a peacetime draft would run into several hundreds of millions of dollars a year. Added to this is the cost of tracking down and prosecuting resisters, and building and maintaining prisons for those found guilty of resisting registration. Most of these figures are low estimates put out by the government. Actual costs could be even double, he said.

One fact that remains unanswered is that the volunteer forces are meeting their quotas, so is there really a need for draft registration?

An answer again has to do with costs of registration. Why waste the money prosecuting those who don't want to serve? Why not spend it on those who do? Todays army complains it would be ill prepared for chemical warfare and conventional warfare. Why not spend the Selective Service's money on training the volunteers? Offer them higher salaries and better working conditions.

If the incentives were better more people would volunteer to serve in the armed forces. As it is the numbers are increasing, according to Mark Starr, writer for *Newsweek*. There are reasons for the increase in military numbers. One is the Army's "Be All You Can Be" campaign, another is hefty pay raises. But, the biggest factor is the nation's deepening recession. People want jobs that aren't available in civilian life. They enlist to become skilled so there is a better chance of getting a job when they get out.

Backing this reasoning is First Sergeant Timothy Riley. He believes many of the recruits he sees at Fort Dix enlisted chiefly for the money. Colonel Joe House, an artillery commander at Fort Bliss said, "There are bright days ahead for the military. The soldiers of today are the best I've seen in twenty-four years."

The basic question, of course, is whether sufficient troops could be recruited voluntarily to replace those who might be drafted. The indications are that there would be no problem. Those who enter the armed forces voluntarily are far more inclined to re-enlist. The re-enlistment rate for regular volunteers (those whose decision was not reluctantly made in the face of draft) is three times the re-enlistment rate for draftees. A completely volunteer army would have a higher re-enlistment rate than the present armed forces, and the needed new recruits would be fewer.

Then what is the purpose of the registration system if the voluntary army is working? Largely, to save time in case of a future crisis according to Bergen. Congress was assured by the administration that such registration of names could save "as many as 90-100 days" in the event of a military-mobilization emergency. The move also is expected to "speed the revitalization of the Selective Service and allow it to work out registration problems in peacetime."

Mohan said the extra time to mobilize forces is unnecessary. He said that if a war was full scale enough to need extra forces, then we might as well forget it because we won't be around to fight. He thinks the next war will be nuclear.

Roys is in disagreement. He thinks the next war will be conventional. He also thinks the government has the right to ask its young people to serve, and the easier it is for them to call upon the forces the better.

There does seem to be some resistance to registration. President Reagan allowed a 54 day grace period for those 18 to 21 year-olds who hadn't registered for the draft on their 18th birthday to do so without fear of penalty—535,000 are still in defiance of the law.

Turnage described the 93.6 percent compliance rate as a "tremendous response" and predicted that registration would reach higher levels achieved during earlier registration periods.

What Turnage doesn't mention is the 535,000 men who haven't registered. That means 1 out of every 4 men have declined to sign up within 30 days of his 18th birthday as required by law. During the Vietnam War, the level of noncompliance did not exceed 5 percent. He said there should be swift action to prosecute. What he didn't say was where the money comes from to prosecute, and if men are prosecuted where they would be put if found guilty.

David Landau, of the American Civil Liberties Union, is critical. Registration "simply doesn't work. The President therefore has precipitated a law enforcement catastrophe. Millions of dollars will have to be wasted in a vain effort to enforce this law." He predicted there would be "a residue of several hundred-thousand" non-registrants at the end of the summer. They would add up to "an enormous law enforcement problem."

The government faces a problem not yet worked out. Turnage expects the first prosecutions to start in early summer. A few men will be made scapegoats in an attempt to get the rest to comply with the law, for the government cannot afford the costs of prosecuting all non-registrants.

This leads to another question. Why should men bother to register if prosecution isn't likely?

Butikofer said it all boils down to the reasons behind the war. "How can you blame someone who skipped out of the Vietnam War? If we allow everyone to take the law into their own hands, however, and don't make them register it's like driving 70 instead of 55. I guess my motto is America: Love it or leave it."

Grand old lady

Campus remembers Wartburg Hall as building faces wrecking ball

By Dan L. Rund

Wartburg magazine

REPORTS:

Old buildings never die, they just crumble away.

Such is the case with Wartburg Hall, now facing demolition. Though the 69-year-old structure's interior is slowly crumbling, the memories of Wartburg Hall will live on.

From the outside the building, erected in 1913, looks as strong as any other edifice on campus, but its deteriorated insides have worried campus officials long enough, so condemning it was the next step.

It is estimated it would cost twice the building's current worth to restore it, consequently, Wartburg Hall faces the inevitable, its final solution, the wrecking ball. Although no specific date has been set for demolition, the building is expected to be torn down after the new business administration center is completed.

For many years, it was the all-female dorm on campus. President Robert Vogel vividly remembers.

"I remember when my wife (Sally) was a freshman and lived on the fourth floor," Vogel said. "The only bad part about going and seeing her was climbing all those steps."

From 1972 until the fall of 1980, it was the location of Wartburg's Chrysalis program, a seminar type curriculum which encouraged student-faculty interaction, headed by Dr. Herman Diers and Dr. Dan Thomas.

"Wartburg Hall had a most gracious atmosphere for the program and the Wartburg community," Diers said. "It's too bad there is no economical way to renovate the structure."

Former Wartburg Hall residents realized the problems of the building, but also realized it truly was the grand old lady of Wartburg College.

But Wartburg Hall, which became synonymous with the Chrysalis program, gained a dubious reputation on the rest of the campus, in spite of its central location to classes and the cafeteria. Part of that reputation stemmed from a lack of understanding.

"The attitudes of students toward Chrysalis students was so uncultivated," senior Mike Ward said. "Our location didn't help matters, but it was like living in two completely different environments, one filled with stereotypes."

The nicest thing was that everyone got to know everyone better, because people stayed together more on account that the facilities were there," senior Tom Kloes said. "It had a lot of comfortable places to study, a very easy going atmosphere."

Some of the livelier times occurred at nights when bats would find their way into the dorm, much to the dismay of the residents. Consequently, the male occupants formed a "bat squad" to combat the winged offenders.

"Most of the weapons were simply tennis rackets. The intent was not to kill the invaders," senior Dave Staude remembers. "The idea was just to stun the creatures, because they would come right back the next night. You might say they were pet bats."

Beside the bat squads, another more prominant feature of Wartburg Hall that drew the residents closer together was the central stairwell. Students would often sit and just talk about what was happening in the world or on campus.

"The stairway held a spontaneous atmosphere like nowhere else on campus," Kloes said. "It was nothing to spend hours on those steps just talking. If something was happening, you could find out on the stairs."

"The thing that made Wartburg Hall what it was, was Chrysalis," senior Kitty Dubberke relates. "You can't separate the two terms, they're synonymous."

Though no date has been set to begin demolition, ideas are still forming on what to do with the rubble.

President Vogel would like to see the columned entryway saved for a memorial-type gateway to be put somewhere on campus. There will be an attempt to salvage other inside memorabilia, also.

When the building does come down, memories will surface from all former residents. Memories of their personal lives in Wartburg Hall.

"I'll always miss Wartburg Hall," Dubberke said. "If it was open now, I'd still live there."

In all, former Chrysalis students accept the fact that the structure had many faults, and they do not wish to stand in the way of progress. So when destruction does begin on one of Waverly's tallest buildings, the grand old lady of Wartburg College will be gone. But, as Ward recalled, "It sure was nice looking across downtown Waverly at night."

Parting Analysis

Professor offers critical view of Wartburg and 'cancer growing within'

By Dr. John Freie

Upon the eve of my severance from Wartburg College and the land of blizzards, corn, pigs and cows there is a feeling of uneasc, incompleteness. When I look back and see the impact I have had on students, colleagues and friends, Wartburg College, the institution, seems inpenetrable.

The purpose of this parting analysis (these concluding comments, if you will) is a final attempt to pierce a jello-like conscience in what is probably a futile effort to improve the school for those who remain attatched to its future. To my friends (most of whom I have had vehement arguments with about something—it doesn't matter what—at some time over the last three years) I will make one more attempt to reveal the "cancer growing within."

Several indicators of this cancer seem obvious, yet are seldom put in perspective. How can we explain an academic institution which denigrates scholarship? A teaching college which has only one method of teaching? A school which thinks it is more important to be friendly than to be genuine? A school which claims a sense of community but produces sameness in its stead? A school which embraees as its theme "Wartburg, Waverly and the World" and then undermines programs that link the campus with that world?

Wartburg symbolizes qualities found within all of us—traits which both help us to grow as well as traits which discourage this growth. It is my contention that the present Wartburg ambience is such that narrowness and "zero-growth" are much stronger possibilities than their opposites, from both students and faculty alike.

Wartburg College symbolizes mediocrity, tastefulness, symmetry, neatness (few people even walk on the grass!), middle-of-the-roadness, deference to authority, anti-intellectualism and friendliness. It plays upon our frustrated desires for meaningful relationships, upon our insecurities, upon our fears of failure and success and, in so doing, perpetuates our adolescent yearnings.

I arrive at these conclusions through my teaching. Perhaps more than most faculty on campus I have pushed students in the direction of defining their own goals, setting the format of the course, making the class itself the issue and interjecting their own personalities into the substance of the course. Inevitably students conclude that our problems are our own narrow ways of thinking, our insecurities, our fears of the unknown. Our immediate response is to lay blame on the student (blaming the victim). Yet upon reflection it is clear that my teaching was an evolutionary process and that the major barrier I had to overcome in opening up the class to other experiences was my own way of thinking.

Can we legitimately blame students for not taking more responsibility, for not being autonomous, when we construct classes that fail to engage their interests, when faculty themselves meekly defer to authority and refuse to take responsibility for running the academic program? How can students learn from "messing up" when we advise them constantly to watch their every move? We are hygienically processing students at Wartburg, producing pure, untarnished, sanitized substances—products which fit neatly into corporate America or small-town Iowa. Good citizens, all! They passively obey, accept things at face value. They are "happy."

As I mentioned, I believe Wartburg symbolizes traits within us. For growth and education of moral, religious persons to occur, however, these characteristics must be recognized and dealt with—not totally eliminated, but placed in perspective and counteracted.

Wartburg lacks perspective. It lacks the diversity essential for growth, and it lacks the commitment to liberal arts which could provide the intellectual basis so important for undermining the adolescent tendencies which threaten to smother us with security and sameness.

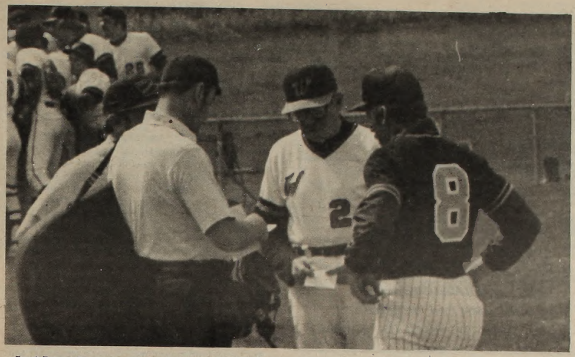
Lest I be accused of being a "nabob of negativism" and dismissed as being laced with bitterness at being denied tenure, I will add a few comments about the potential of Wartburg, an unrealized potential which tantalizingly offers excellence but seldom achieves it. Wartburg's size could work to its favor, providing a basis for true community—real community which combines the intimacy of the family with the worldview of the cosmopoly. Its isolation could be used to assure a non-threatening environment in which educational experimentation and innovation occur.

Its Christian orientation offers the potential for interjecting value questions, which are so often lacking, into the intellectual debate. The intellectual quality of the minds of some faculty and students could, if liberated from their self-imposed constraints, create an exciting environment of questioning, controversy, intellectual ferment, conflict, diversity and, as a result, intellectual and moral growth.

When I was asked to write this article I was asked to address myself to the question "Why would a place like Wartburg not tenure a person like John Freie?" Relying upon a summary of statements about myself in my tenure file I was told I was not a good institution fit. I have no idea what that means, but it strikes me as consonant with my analysis. The interpretation of community (institutional fit) is sameness, rather than appreciation and cultivation of differences. Certainly Wartburg is not unique in this respect—only, alas, typical. Yet it could be much more if only it wanted to be.

Finally, I would like to thank all of those friends and enemies whom I have had contact with over the last three years. You have affected me, and I hope I have influenced you in some way. A special thanks to all those students who wrote letters on my behalf for my appeal.

Dr. John Freie is an assistant professor of Political Science. His recent bid for tenure was denied. Wartburg Magazine asked Freie why a school like Wartburg would not tenure him.



Coach Earnest Oppermann discusses batting orders and ground rules with the umpires and the opposing coach before one of his last games. Oppermann is retiring after 34 years as baseball coach at Wartburg.

Wartburg magazine

SPORT SCENE:

End of an era

Oppie hangs up the spikes after 34 years as baseball skipper

By Kevin Baskins

If you ask Coach Earnest Oppermann to recount his biggest thrill in 34 years of coaching baseball at Wartburg, you'll probably get a long answer.

"Any victory is thrilling," Oppermann explained. "That's why people compete."

Oppermann ended his 34-year career at the Knights' helm Saturday, May 8, with a doubleheader sweep of Northern Iowa. Those victories brought his career mark at Wartburg to 354 wins and 367 defeats.

Ironically, Oppermann's finest season also turned out to be his most disappointing.

In the 1964 NAIA National Finals, Wartburg won the first game, 2-1, over West Liberty College in a 16-inning contest, despite a bad call by an umpire, according to Oppermann.

The Knights lost the next game in the double elimination tournament, 2-1, to Grambling.

The Knights also lost the third game, to Mayville College, and returned to Waverly.

After turning in their equipment, the team members scattered and left for home.

In the meantime, a major league scout attending the tournament recognized one of the Mayville players as a former professional baseball player, and Mayville was forced to forfeit its victory over Wartburg.

The ensuing call from tournament officials asking Wartburg to return to the tournament reached Oppermann half an hour after all the equipment had been returned.

"But by then it was too late," Oppermann said. "The players had all left and there was no way of reaching them."

Oppermann also listed this season as somewhat of a disappointment, particularly the game with Central. The Knights had a bad inning and blew a 5-2 lead against the Dutchmen.

"We played good ball all year," Oppermann said. "That was really the only bad inning we had in conference play all year."

Oppermann began his baseball career in the 1930s and had a successful high school career at Strawberry Point. After graduating, Oppermann went to Luther on a baseball scholarship and also played football and basketball for the Norsemen.

Fate played a strong role in Oppermann's transfer to Wartburg.

The summer following his freshman year at Luther, Oppermann drove a flatbed truck for his father. He also took a job moving Wartburg College from Clinton to Waverly. Oppermann moved the personal belongings of Dr. G.J. Neumann, English professor and author; Dr. Gerhard Ottersberg, history professor and now college historian; and Dr. Martin Wiederaenders, education professor, as well as library books, office supplies and other college equipment.

When he finished moving everything, Oppermann found out that neither the college nor the professors had the money to pay him.

Since he was already out of the money, Wartburg offered to let Oppermann finish college in Waverly cost-free.

"I figured I should transfer since I already had so much invested in the college," Oppermann said.

Oppermann played baseball for Wartburg and a good junior season prompted the St. Louis Cardinals to offer him a major league contract.

The contract was post-dated a year, an illegal practice the Cardinals frequently used to sign players still in high school or college.

Oppermann suffered a shoulder injury in a football game against Buena Vista during his senior year, which ended his major league baseball dreams. The injury ruined his throwing arm, and he could no longer make the throw from his catcher's position to second base.

Oppermann did continue his playing career, years later, by playing for industrial teams in Cedar Rapids while attending graduate school at the University of Iowa. He received his Masters Degree from the university in 1948.

'We played before huge crowds of 2000 to 3000 back in those days. Because there was no television, people would turn out in great numbers to watch the games.'

Oppermann also kept active in baseball, playing for town teams, which were popular in those days, including the Waverly Bears.

"We played before huge crowds of 2000 to 3000 back in those days," Oppermann said. "Because there was no television, baseball in small towns, such as Denver, Sumner, Janesville and towns like that, people would turn out in great numbers to watch the games."

While playing for the Bears, Oppermann got to play against the Kansas City Monarchs. The Monarchs featured Satchel Paige and Josh Gibson, both Hall of Fame members.

Oppermann's earned college degrees in physics and math. His professional goal was to become an aeronautical engineer.

By then, he had resumed his relationship with his childhood sweetheart, Deleva. They have been married for 43 years.

Oppermann had gone with her since high school, but his future father-in-law banned him from seeing her for two years, following an argument in a softball game.

After graduating from Wartburg in 1938, Oppermann put his aeronautical engineering aspirations on the shelf to pursue a career in teaching and coaching.

"It was my wife that persuaded me in that direction," Oppermann admitted.

Deleva Oppermann confirmed her role in that decision and said, "Yes, I guess I did help influence Earnie that way. I knew he was interested in baseball and was experienced in it, and I thought he'd make a fine coach."

Oppermann's first teaching job was at Oakland Township in Popejoy. His starting salary was $120 per month for teaching and coaching.

"I was tickled to death to get that job," Oppermann said. "Today's students talk about how tough jobs are to get, but back in those days, there were over 120 applicants for every job."

Oppermann stayed in Popejoy for four years before moving to Hampton. In 1943 he was drafted, not by a major league team, but by the United States Army.

"I was in the Air Corps, and in two-and-a-half years moved up from the rank of private to cadet, and left with the rank of second lieutenant, in 1945," he said.

During his stint in the Army, Oppermann served as a bombadier, navigator and radar man. After his discharge, Oppermann was offered a temporary job as Dean of Students at Wartburg.

"They wanted a mature individual with a disciplined background to communicate with the GIs returning to college following the war," Oppermann said.

The "temporary" job as Dean of Students lasted 23 years.

Oppermann also took over as baseball coach when he returned to Wartburg in 1948. His first team suffered through a 2-13 season.

The Knights bounced back to .500 the following year, finishing 6-6. Oppermann's 1951 squad was his first winning team at Wartburg. That team finished with an 11-9 record.

Oppermann has coached six Iowa Conference championship baseball teams at Wartburg. His squads won outright titles in 1961, '62, '63, '77 and '79, while his 1978 team tied for first place.

His 1975 club finished the season with a perfect 6-0 conference record, but failed to win the Iowa Conference title. Central and Luther tied for first that season with 5-3 records, because the Knights were one game short of the minimum number of confer-

Junior Greg Schmitz strokes a hit as senior Mark Arjes watches the action from the on-deck circle. Schmitz and Arjes were the only Knights named to the All-Iowa Conference team this spring.

Freshman Dick Shindelar fires a fastball against UNI.

Although the crowds may be smaller than when Coach Earnest Oppermann played for town teams in the area, a large group of fans took advantage of nice weather to pay tribute to Oppermann's 34 years of service at Wartburg, on the last day of the season.

ence games played to qualify for the championship.

Oppermann once said that season was "one of the most peculiar seasons I've seen as Wartburg's baseball coach."

The team set a new conference batting record, which stood for six years, and earned doubleheader splits with UNI, Iowa State and Iowa.

The major change Oppermann has noticed in players over the years is that today the players enter college with more playing experience than in his early days of coaching.

"A lot of players back then came from small towns where there were no little league teams," Oppermann recalled. "The players back then learned baseball by playing for town teams with players much older than themselves.

"The players now aren't as developed experience-wise as they were back then, because they always have played with players of the same age and abilities," Oppermann explained.

The players understood the intricacies of the game much better back then, because they learned them early from the older players," Oppermann said. "Players today just don't seem to have the computer-like brains in certain situations, like the players back then did."

Oppermann said teams today travel much more than they used to, and they play bigger schools.

The state universities wouldn't play smaller schools back then," Oppermann noted. "But over the years we eventually got them on our schedules through coaching friendships," Oppermann said.

This season the Knights played all three state universities in Iowa. They swept a doubleheader from UNI to end the season after dropping twinbills to Iowa and Iowa State earlier in the spring.

"The big schools have everything to lose and nothing to gain by playing smaller schools like us," Oppermann said. "But unlike other sports such as basketball or football, anybody can knock off anybody on any given day.

The biggest thing Oppermann misses about sports today, as opposed to years past, is the community interest.

"Back then, people didn't have TV, all they had for entertainment in small towns were the baseball games," Oppermann said.

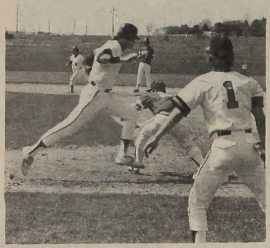
"It's just not the same. The interest isn't there anymore. Back in those days, an important basketball game would shut down the entire campus, library and everything, and everyone would go and watch. I miss the big crowds and community get-togethers we used to have," Oppermann said.

His biggest satisfaction in 34 years has been to watch the development of individuals, not only as baseball players, but in life as they go on to become successful.

"Many of my old players keep in touch," Oppermann said. "They'll drop me a line or come and see me if they are around.

"Many of my old players have also moved on to become successful coaches," he added.

Assistant Coach John Kurtt, who will replace Earnest Oppermann as the Knights' baseball coach next spring, signals sophomore Bobby Hansen to attempt to score on a bit.



Sophomore shortstop Steve Schulz (above) legs out an infield grounder. Senior Fred Thalacker watches from the first-base coaching box and senior Reece Dodd watches as he rounds second.

Freshman Terry Kozich (right) takes a cautious lead off first.

Oppermann cites former players Jim Hotz, now a principal at Fredricksburg; Bob Reiter, who graduated last spring , and senior Mike Ward as players he has admired for returning to action after suffering severe football injuries that threatened their careers.

"Hotz broke his pitching shoulder in a football game his senior year, and the injury required surgery and pins were inserted in his shoulder. He still came back and pitched for us that spring," Oppermann recalled.

"Reiter severely broke his ankle his junior year and returned that same year to play first base," Oppermann said. "His senior year, he just missed being All-Conference at first base.

"This year, Mike Ward suffered a knee injury last fall and played for us this spring," Oppermann said of the senior who has another year of eligiblity. "It's amazing he could play at all, and to see him running at even three-quarters of his blazing speed was quite a thrill."

Oppermann said he has tried to leave all his players with church convictions.

"I can only dictate once whether they go to church, and that's when we go to Texas," Oppermann said. "We start the Texas trip by going to church Sunday morning."

I've always stressed the rules and that the spirit of the rules we should try to follow," Oppermann said. "The umpire has his job to call the game, and the players have their job to play the game. I want my teams to try their best to win, but not at any cost. We want to win within the rules."

Oppermann added, "I've always tried to schedule the best teams we can and not worry about over all records. I want any player to be able to compare himself to the best in the land."

The impact of retiring hasn't set in yet, according to Oppermann, because he still is active with NCAA Tournament work.

Oppermann is looking forward to a more relaxed lifestyle.

"It will be good to get out of the grind," Oppermann said. "My wife and I both like to travel and now we'll have time."

Oppermann's wife agreed with her husband and said, "It's been a great way of life for both of us. Even though Earnie is still active and capable, we both think it's just the time for him to step down and give it to someone younger."

She added, "It's been 34 great years, but now we'll be freer to do things we want to do."

John Kurtt, athletic director and cross country coach at Wartburg, will take over for Oppermann next spring. He was a pitcher for several of Oppermann's teams in the 1950s.

Oppermann said, "It's easier for me to step down knowing that there will be a good nucleus of players returning for John. I'm not handing John a rundown program."

Kurtt said he is looking forward to coaching one of the "better programs around.

"I share and have probably gained from Coach Oppermann many of the same coaching philosophies," Kurtt said.

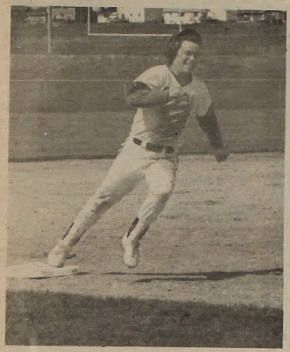
"We will continue to play many of the same teams, the good competition. Coach Oppermann probably would have had a record of well over .500 had he not played the larger schools and taken the trips to Texas," Kurtt said.

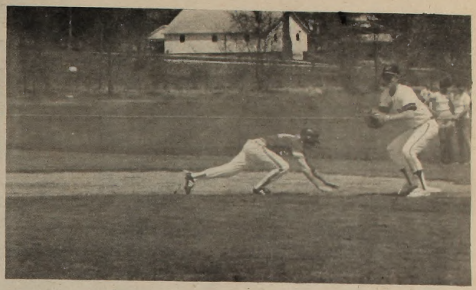
"Coach Oppermann was well organized and a stickler for doing things right. He emphasized studies to his players and has helped many a young man through college," Kurtt said.

Oppermann will be honored this weekend in an alumni game for his former players at Hertel Field with a reception for him afterword.

Any chance that Earnie Oppermann will once again don the catching gear and position himself behind home plate for the game?

"No," he chuckled. "The closest I'll get to the game is watching from the stands."





Sophomore Bobby Hansen (above) rounds third and races towards the plate.

Sophomore first baseman Scott Fritz (above right) awaits the throw from the pitcher on a pick-off attempt.

A Wartburg player dives into third, trying to beat the tag of the UNI third baseman (below right).

The Knights finished with a 13-19 record in Oppermann's final season at the helm. Wartburg also had a 7-3 conference mark, good for second place.

William Penn earned the conference crown after splitting a doubleheader with the Knights on the last day of the conference season. The Statesmen ended with an 8-2 loop record.

Junior Greg Schmitz was the Knights' leader on the mound and at the plate. He earned All-Conference honors as a utility player. Scmitz had a 3-1 record in conference contests with a 2.12 earned run average on the mound in league play.

For the season, Schmitz was 4-4 with a 2.95 earned run average. The oufielder-pitcher also topped Wartburg's hitting stats with a .310 batting average, 100 at bats and 31 hits.

Senior Mark Arjes, an All-American in wrestling during the winter, rebounded from a slow start and hit .406 in IIAC play and was named the All-Conference second baseman. Arjes batted .247 for the entire season and led the Knights in home runs (5), runs batted in (23) and triples (2). He also tied for the lead in stolen bases, with seven.

Sophomore Scott Fritz hit at a .276 clip and led the club with nine doubles. Senior Reece Dodd batted .273 and belted four homers. Dodd was an all-conference performer last year, when he hit .348 and had five round-trippers.

Junior Todd Mueller was Wartburg's only pitcher with a winning record. Mueller finished with a 6-3 mark and had a no-hit bid foiled by rain during the Knights' Texas trip. He finished the year with a 4.31 ERA.

Ward finished with a .233 average at the plate after rebounding from a football knee injury. He stole only four bases, though, after leading the Knights in that department, with 12, as a junior.

While Ward was able to rebound from his injury, another regular from the 1981 squad wasn't as fortunate. Junior Bobby Garris, who holds the Wartburg record for runs scored in a season (30), broke a wrist during the basketball season and was sidelined for the entire spring.

Junior Steve Schulz, who started with Garris in the basketball backcourt, filled in at shortstop for his two-sport teammate. Schulz hit .224, had seven stolen bases and led Wartburg hitters with 16 walks.

Sophomore Bobby Hansen was the only other player to appear in more than 25 games. Hansen batted a mere .197, but paced the club with 17 runs scored and six sacrifices. He also swiped seven bases.

Three players, junior Dave Nagel, sophomore Dave Arndt and freshman Terry Kozich, shared most of the duty behind the plate. Arndt hit .214, Kozich batted .200 and Nagel had a .175 average at the plate, although he led the trio with two homers and six runs batted in.

As a team, Wartburg ended with a .223 batting average, a 5.37 ERA and a .937 fielding percentage. The Knights trailed their opponents in all three categories.

Coach Darold Wolff prepares his team for a game (left).

Freshman Sandy Cuvelier (right) scoops up a low throw to nail an opposing batter at first. Second baseman Denise Luepke, a freshman, watches the close play.

Wolff pack

Errors, weather plague women's softball team during short season

By Jim Buchheim

In some sports, defense is your best offense. Unfortunately for the women's softball team, its defense was its opponents' best offense.

The Knights allowed 104 runs, but only 36 were earned. The Knights committed a total of 80 errors, compared to their opponents' 38. Not helping matters was the fact they were also outhit, 125 to 104.

"That about tells the story of our season," Coach Darold Wolff said. "We committed more errors than our opponents in every game. I said at the beginning of the year, it would be a rebuilding year, and unfortunately my prophecy came true."

If the defense wasn't tormenting Wolff, the weather was. Mother Nature forced nearly the entire season into an 11-day span.

"When you play 16 games in 11 days, you can't expect miracles," Wolff said. "We just didn't have the time to come together and jell as a team."

It was evident to Wolff that the season had taken its toll on the players in the Sectionals (which were played April 24, the end of their "11-day season") when they, "just ran out of gas in a very depressing, very frustrating loss to Upper Iowa," Wolff said. "We had three runners picked off, and mental errors in the field hurt us."

Wolff knew going into the game that it was extremely important, and extremely pivotal. A win would have sent them to the State Tournament, and a loss meant their season was virtually over.

"We no longer had a goal after the loss to Upper Iowa," Wolff said. "The season affected the players mentally more than it did physically."

Despite this year's poor record, Wolff is looking forward to next year with most of his starters returning, and the formation of the women's Iowa Conference.

Sophomore Martha Hunt and freshman Lisa Koop, who hit .347 and .333 respectively to lead the team, are among those returning along with junior pitcher Nancy Delp, who had a 1.76 earned run average.

The team's two seniors, Suzette Luepke and Kay Kurtz, will be missed, Wolff said, "but we have a good nucleus returning, and we're looking for some recruits to fill the vacancies."

Luepke batted .288 for Wartburg, led the club with 59 at bats and four stolen bases and tied with Hunt for tops in hits, with 17. Kurtz had a .133 average and played in 10 games.

As for the formation of the Iowa Conference, Wolff said every game is important and not just the final tournaments.

"With a conference race, every game will count, and an emphasis will have to be placed on every game, not just the tournaments," Wolff said.

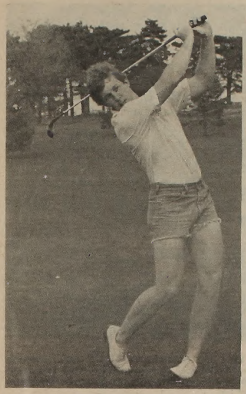
"You could say that for the teams of the state this year, the number one goal was the state tournament, but that's not easily identifiable," Wolff said.

Wartburg's only conference action this year came at the Conference Tourney, April 17, the beginning of its 11-day season.

"The conference tourney was the highlight of the season for us," Wolff said. "We were playing our best softball of the year when we beat Luther in our first contest and then came back to beat a good Simpson team."

Wolff said he was not very "satisfied" with this year's record, but is looking forward to next year. "We did show a little improvement in our short season, and the formation of the conference will certainly not hurt us.

"I'm not expecting any major changes for next year, right now, but our number one goal has to be to avoid beating ourselves and to play better defense."



Freshman Todd Youngstrom (left) drives the ball down the fairway.

Senior Jim McCune (center) watches to see if his putt will fall.

Sophomore Dan Unmacht (right) chips onto the green.

Water hazard

Rain, snow make season slow for young golf squad

By Dan L. Rund

An abbreviated men's golf season came to a disappointing halt at the Iowa Conference Meet in Dubuque May 7 and 8.

The Knights placed fifth in the tournament, which ended a brief season, shortened by bad weather.

Central, behind medalist Ron Peterson, repeated as team champion. Peterson fired a two-day total of 143 for the 36-hole meet. Sophomore Dan Unmacht led the Knights with rounds of 74 and 78 and finished 14th over all with a 152.

Unmacht, who paced the Knights most of the season, placed 10th in the conference meet as a freshman. He believed the shortened season had various effects on the team's final outcome in Dubuque.

"We had half our meets cancelled due to snow storms and bad weather, so we didn't get on the courses very soon," Unmacht said. "When it came right down to it, we just didn't have enough time to prepare ourselves."

Before the season started, Coach Roger Bishop knew he would field a young and unproven team. With only three lettermen (Unmacht, junior Pete Steinhauer and sophomore Scott Klever) back from a year ago, Bishop looked to the freshmen crop for prospects. He was pleased with the new-found talent.

"Todd Youngstrom and Tim Minard (both freshmen) gave us good strength and stability to our yet unproven team," Bishop said. "They, along with our lettermen, provide a strong base on which to build our program."

Klever finished second in the Wartburg contingent at the conference meet. He had rounds of 74 and 80 to finish at 154. He believes the team's potential was there, but it failed to shine at the conference meet in Dubuque.

"We had all the potential to finish no worse than third at conference," Klever said. "The short season, cancelled meets and lack of playing time took their toll on our team and on the final outcome."

Steinhauer came in third for Wartburg in the IIAC meet. He carded a 157, with rounds of 82 and 75. He said he would like to see some changes made next year in hopes of building toward the conference meet.

"Not only more meets, but more tournaments could really make a difference, come the conference meet," Steinhauer said. "Competing against stronger schools would also benefit us tremendously."

Youngstrom finished fourth for the Knights in Dubuque, while senior Jim McCune came in fifth. With the youth on the team, the squad will remain virtually intact next season, which causes Bishop to remain optimistic about the future.

"We had a good bunch of kids on the squad this spring," Bishop said. "We can only look forward to next year, but now with a little more anticipation.

Freshman Cari Niemeyer keeps an eye on the leader during a race.

Sophomore Becky Ebert, who qualified for the May 27 National Meet in the high jump, accepts the "Most Valuable" women's track member award from Coach Liz Wuertz. Ebert took first in the high jump in the State Meet and qualified for the nationals with a leap of 5'6".

On track

Wuertz's young squad looks to future after year of improvement

By Jim Buchheim

Just wait until next year.

That's the attitude one might have in looking at this year's women's track team, a team of 14 with 12 sophomores and freshmen.

"We're looking for a strong squad in two years," Coach Liz Wuertz said. "We have a young team, and the women come from high schools with good track programs."

Looking to next year is by no means saying this year's team was not successful. This year's team qualified one for the national meet, and grabbed three first-place finishes and a second-place finish at the May 1 state meet.

Sophomore Becky Ebert qualified for the high jump with a leap of 5'6", besting the qualifying height by one inch.

Ebert also won the high jump at the state meet held in Decorah. Providing Ebert's toughest competition was teammate Beth Buckley, a sophomore, who finished second.

The two other firsts came in the 100-meter dash, with Julie Harding grabbing the honors, and the 400-meter relay, with Harding leading off, followed by junior Carlene Schipper, Ebert and sophomore Sheila Lane.

"This was our best season as far as number of participants," Wuertz said. "We ended the season with 14 participants, which is up from last year.

"This is the first year we've had depth. We have some individual standouts, but all around performance is what counts. Everyone accomplished something this year, and that's what counts."

In only its fourth year of existence, the women's track program is looking up. Wuertz said the indoor facility is one reason.

"We're advantaged with the indoor facility, especially this winter because we couldn't get outdoors much," Wuertz said. "That's one of the reasons we did so well indoors."

But running indoors so long has its drawbacks. With the season going from January to May, the runners tend to peak too early. Wuertz said the team may have peaked in the indoor season and, she is working to change that.

"I try to break up the season with some fun activities," Wuertz said. Next year, Wuertz said she is going to encourage her runners to concentrate on conditioning away from the track with aerobics.

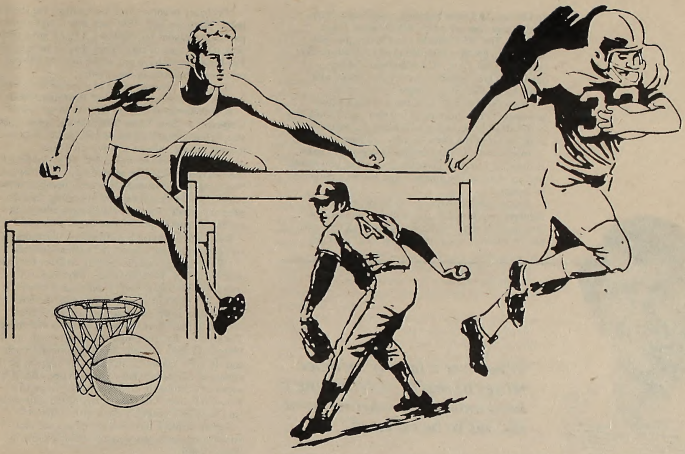
"Aerobics add variety and stimulate the individual, she said.

"But with the long season it's easy to lose the enjoyment of track, and to lose the enjoyment to compete."

With no women's Iowa Conference, the women don't have the luxury of the conference meet to motivate them like the men have.

"Individual goals" and "team effort and togetherness" motivate the team Wuertz said, and she is looking forward to next year's formation of the women's Iowa Conference.

Except for the nationals, the track season is over, and Wuertz can concentrate on her admissions job and try to attract some good runners, and just wait until next year.



Wartburg magazine

SPORT FOCUS:

Sports in the 80s

Small colleges face some tough times, challenges in athletic programs

By Tom Sellen and Jon Gremmels

Colleges and universities throughout the United States will face a multitude of challenges in this decade.

Declining enrollments, proposed budget cuts and tough economic times will force all institutions to closely examine their programs. Experts have stated many colleges will fold in the 1980s because of these problems.

Athletics is an area that won't escape these hardships. People have read many times, in recent months, of these difficulties at large universities. Several major colleges have dropped sports as a cost-cutting measure. Although people often hear of the challenges faced by large institutions, small colleges have not escaped the problems.

Small colleges across the United States confront the same challenges. Many institutions are evaluating the challenges of college athletics.

According to Wartburg Athletic Director John Kurtt, a major concern facing not only the athletic program, but the institution as a whole, is a decrease in student enrollment.

"We're looking at a diminishing pool of high school seniors, almost 20 to 40 per cent less," Kurtt said. "We, and other schools, are preparing for a reduction in student enrollment. Whenever a faculty member retires or leaves, we're taking a hard look to see whether he or she has to be replaced."

Wartburg's athletic department has taken two staff cuts in less than ten years, Kurtt added.

"The coaching staff becomes very critical as we cut back. Gordon Jeppson, who is now the athletic director at Simpson, left to work on his doctorate, and he was not replaced. Coach (Earnest) Oppermann is retiring this year and is not being replaced,"Kurtt said.

Jeppson is also concerned with student enrollment and the future of the federally funded programs at Simpson College in Indianola.

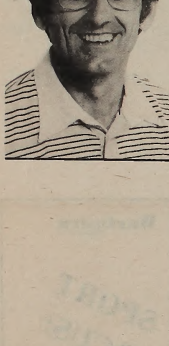
"The real uncertainty today, in terms of financial aid is what's going to happen with all the federally funded programs," Jeppson said. "I'm sure that if those programs are dismantled the way Reagan wants them to be, it's going to create challenges for all private colleges. It's going to affect student enrollment, certainly not only the athletic programs, but the overall student enrollment," he added.

Edsel Schweizer, athletic diretor at Luther College

in Decorah, believes declining enrollments could have a great impact on NCAA Division Three colleges. The 285 Division Three active member colleges do not give athletic aid to students, unlike colleges in the other NCAA divisions. Many Division Three members are private, liberal arts schools like Wartburg, Simpson and Luther.

"If you end up with a shortage of high school graduates and a shortage of financial aid, I think this could affect great numbers of colleges," Schweizer said. "Most of the Division Three colleges are small private schools and are definately dependent upon financial aid to their students. So, I think you would end up with smaller numbers and maybe a reduction in quality."

Another major challenge, as Jeppson and Schweizer indicated, is the projected budget cuts. Decisions by the government concerning financial aid for students will greatly affect small colleges.



'Whenever a faculty member retires or leaves, we're taking a hard look to see whether he or she has to be replaced.'

Judith Sweet, athletic director at the University of California (San Diego) in La Jolla, CA, believes the bleak picture in financial aid will have an impact on all colleges and universities.

"I think the changes in financial aid will affect all athletic programs and the number of students that will be able to afford attendance at institutions," Sweet said. "In our situation, being a state-funded university, I think that certainly in-state students will be somewhat affected, but even more out-of-state students will be limited in their ability to attend the university."

Some of the state institutions in Division Three, like the University of California (San Diego), offer substantially lower tuition rates to in-state students. This creates problems for private institutions that compete with state schools in recruiting student-athletes.

Upsala College, in East Orange, NJ, is a school which often finds itself in competition with state schools when recruiting student athletes.

Edmund Lyons, athletic director at Upsala, said, "Our problem, where we are in New Jersey, is that it is much less expensive to go to the state colleges than it is to go to a private college. Consequently, they can entice the athlete in that way. We have to entice them through academic excellence and our athletic program being excellent also.

"We have commuter students as well as residential students at Upsala, and this year it's about $7200 for a residential student and about $3800 to be a commuter," Lyons said. "That's compared to the state colleges, where it's about $1600 to $1700 for residential students, and maybe $300 to be a commuter."

Paul Hartman, athletic director at the University of Wisconsin in Stevens Point, feels the attraction of the state university to the in-state students does not depend solely upon financial considerations.

"Probably in some cases it does draw the students here," Hartman said. "But each school has its own particular reasons for existence. I think more than that, it's the type of curriculum that we have to offer. For instance, we have one of the top two natural resources programs in the country.

"That then becomes more of a consideration than in-state or out-of-state tuition," Hartman added.

Robert Kreidler, athletic director at the State University of New York, Binghamton, agreed that state schools may have an advantage when recruiting against private colleges in Division Three.

"We do a lot of recruiting, and we're looking for the Harvard-, Yale-type of students," Kreidler said. "It [being a state school] does help, because of the tuition being way out of sight at the big, Eastern, private schools. The state institutions with good academic reputations do have an advantage."

Kurtt agreed that it is difficult for Wartburg to compete with state schools for student-athletes.

"We're losing students, period, whether they are athletes or not. There's no way Wartburg can compete with a state institution when it comes to funds. We don't have to compete with the University of Northern Iowa, because if an athlete is good enough to play there, he won't come to Wartburg. The schools that are tough to compete with are the Minnesota state schools, the Wisconsin state schools and the state schools in Iowa. What happens is, the athlete of our caliber has to make a decision. If he wants to continue in athletics, he has to go to a school our size. If he goes to any of the state schools [in Iowa], he's probably done with athletics."

Several athletic directors are concerned that students may not be seeing the whole picture in financial aid.

"It's difficult to say" if the bleak picture in financial aid will have a detrimental effect, according to Ronald Schipper, athletic director at Central College in Pella.

"I think many people are running scared," he said. "Hopefully the running scared that has taken place is something that can be corrected, if people will sit down and look at the whole situation from a better perspective.

"The economy today frightens people," Schipper added, "and there's good reason for it to be frightening. If people will sit down and establish some priorities, I do not think that it has to have the same effect that it obviously has had over the last six months."

Jeppson indicated that Simpson has not experienced bad effects from proposed financial aid cuts, so far.

He said, "We've been trying to let people, guidance counselors, parents and prospective students know, that thusfar, those cuts are only projected cuts. They don't affect this incoming class. There is some concern by some students, that when they get to a private college, that rug is going to get pulled out from underneath them. We've had to do a much more intensive job of explaining the whole financial aid picture. But, I think we've been able to explain it, so I don't think we have felt any real impact, yet."

Schipper believes there will be some help for private colleges.

He said, "I hope other people will sit up and say, 'I'm not sure if we can afford to have state institutions educate everyone.' And to remove, from students that want the opportunity to attend a small, private college, that possibility because of financial aid, would be detrimental to the whole educational system.

"I'm optimistic enough to say that somebody is going to sit back and say, 'we can't educate every-

body at large state institutions, because they have over-crowdedness, so let's do something and make it possible' [for students to attend private colleges]. Now whether that happens or not, I think, is going to be determined on what happens economically across the country."

Member institutions in Division Three can offer financial aid based on need only, unless the student-athlete qualifies for academic scholarships. This can create problems for small colleges when recruiting athletes.

Kurtt said, "A lot of athletes like that kind of pampering, to say, 'I'm being recruited by such and such and they gave me X amount of dollars to come.' If the young athlete is looking for a free ride that is generally where they're going to go; we couldn't fight that before. As far as the aid package, if there is a need, the aid package will probably be as beneficial as any other school.

"However, if he or she is an outstanding athlete, and the family can afford to send them and show no need, then you can't offer them any money, other than a scholarship if they happen to be a good scholar. That athlete might have second thoughts about going to a school where it's going to cost them to go."

Kurtt added, "But then you have to look at the other side of the coin. Division One and Division Two schools can only take so many athletes by virtue of the number of scholarships they are restricted to. Not everyone can play Division One athletics, so that athlete who wants to compete is probably going to have to go to a Division Three school, where they belong."

Sweet noted, "Students choose the institution primarily because of the academic programs and the complementary athletic program as opposed to choosing an institution only because they're awarded a scholarship based on their athletic ability. So I think that they've made a dual commitment to the university, and I see that as a very strong point. On the other hand, students who are offered athletic scholarships elsewhere may choose to go elsewhere just because they can't get financial aid at our campus."

Jeppson believes giving aid based on need lengthens the recruitment process, but he agrees with the Division Three philosophy. He pointed out, though, that many student-athletes think of scholarships before schooling.

"Initially it's a slower process and it's more difficult because you get these high school students who have heard so much about athletic scholarships and they automatically think they're going to get one. You have to convince them it's worthwhile to go through this process. It's much more healthy because we get them interested in the school itself first."

Schipper concurred that many student-athletes believe that there is nothing but major college athletics. He said the media may have helped create this notion.

"I think [the media attention] hurts collegiate athletics because they continually paint the picture that the ultimate is playing in front of 60,000, 80,000, 100,000 people, but that's the only thing. That's created in the minds of some of the parents, maybe more so than in the students.

"I find it more difficult, sometimes, to recruit parents because they think that their son or daughter ought to be playing in front of 60 or 70 thousand people. They've lost sight of playing and having a great time playing. And that doesn't mean that you can't play to win, because I think we're going to stress winning.

"We want to win within the rules. We want to win because we work hard. But at the same time, we don't have to win because we have to make big money. I think that's the thing that's so prevalent in Division One philosophy right now. They have to have success in the football program or the basketball program, because success means winning, and winning means big money, and big money means the program can survive. Our programs are going to survive whether we have that big money or not."

He added, "The young person can be a student-athlete on our campus. The time demands that we're going to make are not going to be the same as those made at a Division One institution.

"I think that more than anything else, he or she can be a student, can enjoy participation in athletics, and have the opportunity to get a super education and graduate in four years, and does not have some of the outside pressures that really exist on that individual to practice, practice, practice, to do this and to do that."

Another major factor in recruiting student-athletes and scheduling opponents concerns geographic locations. While many colleges are in densely populated areas, others are in sparsely populated areas with few schools of similar size.

Edgar Green, athletic director at Roanoke College in Salem, VA, said, "We are fortunate we're located in a city of 250,000; some schools are located in rural areas where it's tougher. We've had a lot of basketball noteriety in this area in the Division One level. The tube is covered with Atlantic Coast conferences and a lot of kids see these big-time programs and they don't realize there's a lot of good athletes that play in the college division. Even though we've had to recruit much harder, we've still been fortunate to get some of these good kids."

Athletic Directors' Who's Who:

Gerald Carle	**Colorado College**
Edgar Green	**Roanoke College**
Paul Hartman	**UW-Stevens Point**
Robert Hockey	**Trinity University**
Gordon Jeppson	**Simpson College**
James Jones	**Bishop College**
Robert Kreidler	**SUNY (Binghamton)**
John Kurtt	**Wartburg College**
Edmund Lyons	**Upsala College**
James Malmquist	**Gustavus Adolphus College**
Ronald Schipper	**Central College**
Edsel Schweizer	**Luther College**
Judith Sweet	**UC (San Diego)**

On the other hand are schools like Trinity University in San Antonio, TX. Athletic Director Robert Hockey said, "Our main disadvantage is that there are very few Division Three schools down here. We have trouble getting good home games. A lot of schools want to play us, but they want to play in their place and we do a lot of traveling. Next year our football team is traveling to Chicago, to Colorado, and to Los Angeles, just to compete against institutions of the same academic status that we are in."

Gerald Carle, athletic director at Colorado College in Colorado Springs, CO, has a similar problem. He said, "Colorado College happens to be a school isolated, where the closest Division Three school is a 500-mile trip."

Green supports the Division Three philosophy. "I think in Division Three, as it stands right now, there is a place for the athlete that wants to participate even though they have to be recruited on a financial aid basis. The students know they can play athletics as well as get a good education. Depending upon the situation, the philosophy of Division Three is very good."

Hockey doesn't view the Division Three philosophy as a detriment to competitiveness. "These are students who want to participate, and any scholarships they get are based on their academic background rather than based upon their athletic ability. So there's a lot less pressure on the participants and the administration and yet it's still very competitive.

"I was very surprised. This is my first year down here, and I came from a fairly strong Division Two school and I've found the competition here in Division Three is just as competitive."

'Not everyone can play Division One athletics, so that athlete who wants to compete is probably going to have to go to a Division Three school, where they belong.'

Kurtt said he hasn't noticed any real difference in the talent that coaches have had to work with at Wartburg since Division Three began prohibiting athletic aid about five years ago. He indicated, however, that the level of competition in some sports might have diminished since the ruling.

"I can't notice the difference in talent, although the coaches might think they can, because now they don't have something to hold over [the athlete's] head.

"Now all the students are treated alike. They must all go through the student financial aid process. We can only indicate to the financial aid officer that so and so is a good athlete. We would like them to know that, and if they can help them out in any way, we'd appreciate it.

"So we make what we call a list. The NCAA rules simply state that a Division Three athlete cannot be recognized by looking at a list of financial aid packages. In other words, if you go to the financial aid office, and you wanted to see the whole list, without any names on it, you can go down that list and you shouldn't say, 'There's an athlete,' by virtue of his or her gift assistance.

"Our athletes shouldn't receive any more gift assistance than other special people on campus. They may receive a better financial aid package as far as gift assistance than another person who's not involved in anything. When the athletes start getting a high percentage of gift assistance, in comparison [to other students], that's a red flag.

In other words, our conference has a form that we have to fill out, so when we see a school where 25 per cent of its student body is athletes receiving 40 per cent of the gift assistance, we raise a little red flag right away, because the athletes are obviously being treated better than everybody else. So there are still methods of getting around it."

"I think philosophicly, I believe that we ought to talk to young people on the benefits of our acdemic and athletic programs," Schipper said. "They ought to be able to evaluate that and make the choice on the basis of being able to attend the intitution and getting the kind of academic program they want, and also getting what they want out of the athletic program. I think too many people have made the choice that, there's a buck here or a buck there, and as I have tried to say to so many of them, down the road two- or three-hundred dollars just isn't going to be that important. But it's made important by the general philosophy that exists," he added.

Although inflation and the increase in women's athletics has certainly upped the expenses for most schools, the athletic budget does not seem to pose an immediate problem for some colleges.

"The budget hasn't been a great problem, but potentially, with the increase in gasoline prices, travel costs and food prices, down the line it could become a problem, but at the moment we haven't had a problem," Schweizer said.

Kurtt has witnessed an overall budget increase at Wartburg over the past decade.

He said,"We can say our budget has increased, and it has increased over the last ten years. Our budget from the men's program has taken a decrease, if we look at the cost of living increase and the overall increase in our budget.

"We've been able to reduce our expenditures, or keep them the same in many cases, simply by cutting out things we formerly did. We no longer buy shoes for any of the sports, and in football that is a big item. We now take sack lunches, and if the students are on board the lunches are given to us. We are also not buying uniforms as often as we did in the past.

"Pretty soon you reach a point where you can't cut out anymore; you get down to the bare bones, and we're about at that point right now," Kurtt said.

Kurtt cited the addition of a full-scale women's program as a reason for the budget increase.

"We are now funding a women's program to the extent that we have never done before," he said. "We are providing seven sports for women that were never there before."

Schweizer indicated that a women's conference might materialize for Luther and other Iowa schools. In the past month, the Iowa Conference has established an eight-team, seven-sport conference for women.

"I think your women's athletic programs are going to want to be members of conferences and compete for conference championships the same as the men," Schweizer said. "The logical thing, probably, is for the men and women to join the same conference." That's been the case in the Iowa Conference.

"Down the road you will see them join because in the long run this could cut expense. I know you could say it would increase expenses, but I also think it could cut them. For example, your teams could travel together. I'm not sure until this is all worked out, but I think there is that possibility," he said.

James Malmquist, athletic director at Gustavus Adolphus College in St. Peter, MN, also views the women's programs as a binding force in Division Three athletics.

"I see the contending emergence of women's programs, and if this year is any indication, those of our staff who are recruiting female athletes are seeing more than there have ever been, and those who are there are better," Malmquist said. "I think they have a better understanding of what college athletics are all about and what is demanded of them as college student-athletes."

"Luckily, we have a closely knit conference and we are in the process of aligning the women's programs in the private schools in the state into our conference," he added.

Phasing out some sports is a route which many colleges are taking to help curb the increased costs. But small colleges are often able to avoid that measure.

Hockey said, "We are fortunate that this is a well-endowed school as far as money is concerned, but most of the colleges are not, particularly the state institutions in states like Michigan and Illinois. Those places are hurting for money and they are getting cut-backs each year. They have cut out many of their sports and they're down now to where the only place they can cut is in scholarships."

Kurtt finds Wartburg having to deal with some of those same problems in the near future.

"We're going to have to ask ourselves that question very quickly, I guess. Whether we can continue all the sports we are trying to maintain?" Kurtt said. "Can we continue offering nine sports and also have a coaching staff for nine sports for X amount of students?"

"Then there's the question, do we have a sport to create an interest in recruiting more students?

"It doesn't take any genius to figure out if you start a sport and get ten students that would not have been at Wartburg if you didn't have that sport, it's going to pay for itself. But if you have that sport and anybody who wants to come out can do so, then you spend that kind of money, then there's some question. So we like to think our sports attract students," Kurtt said.

"Many Catholic schools dropped football and are back in it again now, because they found out that football is an instrumental part in attracting students to the institutions, whether they're a football player or not. Football presents an image of the school that makes other people want to come."

Green said,"I think the programs on a major college level that operate like a business will see definite cut-backs. The University of Notre Dame even cut back a number of programs. The University of Pennsylvania, just a few weeks ago, cut back three programs, and West Virginia cut back six programs. If you're seeing that on the Division One level, you're going to see the same thing on the Division Three level."

Although many schools, including the large Division One institutions, are cutting sports to reduce costs, there are other alternatives that would work to increase enrollment at many colleges.

"Realistically, we're looking at adding sports rather than dropping them," Jeppson said. "We've got a swimming pool and students who would like a competitive swimming team, and we're going to try and start a competitive swimming team. We also have students who are interested in a soccer team, so we're going to try and start a competitive soccer team."

Jeppson added, "There are students right now, that if swimming or soccer was one of the things they were looking for in terms of a college, wouldn't come here, because we don't have these competitive teams yet."

Lyons agreed that small-college athletics draw students to the institutions and doesn't feel sports programs will be cut back.

"In Division Three it really isn't a matter of phasing sports out," he said, "because none of our sports make any money. In other words, we're not throwing baseball out, or track out, because it's non-revenue.

"Actually, our sports bring us students. In a Division Three football program, we may get 70 kids who are coming to the school. I hope for academics. But a great many of these 70 kids are also coming because they like to play football, and it's a place where they can continue to play football," Lyons added.

The future of athletic programs at Wartburg and other Division Three colleges looks good, despite the uncertain times ahead in the 1980s. Many athletic directors believe small-college athletic programs will remain strong. Some even think more schools will join Division Three. A few, however, think some changes are needed in Division Three athletics.

James Jones, athletic director at Bishop College in Dallas, TX, said, "There will have to be some rule limiting the size of the Division Three schools, because we have some Division Three schools with 7000 or 8000 kids in them, or more."

Carle also spoke about the various sizes, but didn't seem to think it was a great problem.

He said, "Quite frankly, I think it's a pretty equitable situation. We know there are those who question the size of the institutions." He added some people think perhaps Division Three should be split into two seperate classes, as in Division One football, on the basis of enrollment or competitiveness.

However, he doesn't think that idea will solve many problems. "You'll never find equity," he said.

With the economy constantly putting more schools in a tighter crunch, there is increasing talk of merging schools into other divisions.

"Division Two schools are the ones that are really hurting, because what are you? You're in-between the two divisions, you've got some money, but not very much," Kurtt said. "You have no income from television, you have no income from anything else. All of your expenditures go out and you've got coming in," he added.

Kurtt also pointed out that the Division Three schools would like to see the Division Two schools base their financial aid on need and also qualify Division Three schools on the basis of enrollment.

"Division Two schools are asking for aid based on need and eventually that's what we'd like to see. We would also like to see Division Three schools being based on enrollment and having the same costs," Kurtt said.

Sweet also forsees an enlargement of the numbers in Division Three.

"Actually, I wouldn't be surprised if more colleges and universities moved their programs to Division Three, because they won't have the money available to provide athletic scholarships," Sweet said.

Hockey views the upcoming situation with optimism in hopes of re-populating Texas with Division Three schools.

"I think you'll see a lot more teams coming into Division Three." Hockey said he has talked to several athletic directors in his area, whose schools may change their status to Division Three.

"It will create some problems initially, when you take a Division Two program and move it into Division Three," Hockey said. "There's going to be a lot of imbalance the first few years, but I think that's what we'll see happen in the next couple of years."

More regional events for post-season competition would reduce costs also, according to Malmquist.

"Maybe we need to go to more regional events for post-season competition because of the costs. We go to enough national competition to know that you don't do that for free; there's big dollars involved in that," Malmquist said.

Although Division Three schools may see many of these changes in the near future, this does not necessarily put the future of small college athletics in a dim light.

"There is no question in my mind that if Wartburg survives, athletics will survive, because we are providing opportunities for young men and women to participate and compete," Kurtt said. "As long as young people like compitition and like to compete, I believe we will be able to provide that."

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